**Methods Trial 2 (C. Baukal)**

OCED 5233 Advanced Instructional Procedures in Occupational Education

Spring 2013 (Dr. Ausburn)

I actually tried two different new methods which are briefly described below.

Problem-Based Learning

I attended a webinar a few weeks ago on distance learning and one of the speakers suggested introducing a problem before teaching about how to solve it to motivate the students for why they need to learn the materials. I tried introducing a problem on designing instrumentation for process heaters before having the students do the lab on process heaters. This seemed to work smoothly and did engage the students, so they were better prepared and motivated for the lab. The lab reports are due after spring break so we’ll see if this method has any effect on the quality of their reports.

Random Quizzes

I’m teaching a fairly large class on thermodynamics with about 45 students, although in any given class only about half have been showing up. I don’t want the aggravation of taking attendance every class and it is easy enough for someone to sign in their absent friends anyway. I decided to try a different approach of having random quizzes that could occur on any day and at any time in the class. The intent was that the quizzes would be fairly easy so those attending would get most if not all of the points and those not attending would not get any of the points. What I found out was that quizzes I thought were extremely easy did not turn out to be so easy to the students. For example, I gave the answers right before giving the first quiz and most students still did not get all of the points. I am now using these quick random quizzes not only to encourage attendance but also to test for learning to help me adjust my teaching accordingly.